DOCUMENT RESUME

ED 413 519 CE 075 253

TITLE	Progress of Operating Agencies in Implementing "High Skills, High Wages": Washington's Comprehensive Plan for Workforce Training and Education. July 1995-June 1996. A Report to the Legislature.
INSTITUTION	Washington State Workforce Training and Education Coordinating Board, Olympia.
PUB DATE	1996-06-00
NOTE	54p.; For a related document, see CE 075 256.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Articulation (Education); Career Development; Career Education; Competency Based Education; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; Educational Planning; High Schools; Job Search Methods; Job Training; *Labor Force Development; Postsecondary Education; Program Effectiveness; State Programs; *Vocational Education
IDENTIFIERS	*Washington

ABSTRACT

This report highlights the Washington State work force training system's initiatives from July 1995 to June 1996 in the following areas: Performance Management and Accountability, School-to-Work Transition, competency-based education, linking training with economic development, public awareness, and one-stop career center system/collection of services. Highlights of the work force training and education operating agencies' initiatives include the following: (1) a performance management framework was designed in early 1996, with implementation planned in early 1997; (2) two studies were completed that evaluated the outcomes of five of the state's largest work force training programs and examined the gaps between supply and demand for work force training programs, and suggested strategies for addressing the gaps; (3) the state is building a comprehensive system to make the last years of high school the first half of a systematic transition from school to work or to continued education, and has obtained a 5-year, $26 million federal grant for implementing the system; (4) competency-based education programs were developed and implemented; (5) the agencies worked to increase the state's competitive position by linking economic development activities with the work force training system; (6) a plan to increase public awareness of work force training and education was implemented; and (7) agencies operated centers that provided career development, labor market information, access to job openings, and job search assistance; and submitted a federal grant proposal requesting funds to establish a one-stop career center system in Washington. (KC)

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ED 413 519

A Report to the Legislature

Progress of Operating Agencies
in Implementing

High Skills, High Wages

Washington's Comprehensive Plan for Workforce Training and Education

July 1995–June 1996

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Workforce Training and Education Coordinating Board

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

The Vision

To develop a globally competitive workforce supported by an accessible, flexible, competency-based, and technologically current training and education system.

Mission Statement

The mission of the Workforce Training and Education Coordinating Board is to actualize Washington's Workforce Vision by:

- Establishing a new workforce partnership to include active participation by leaders from labor, business, education, and government.
- Empowering change to all levels of the education and training system as needed by all participants including students, workers, employers, educators, trainers, and political leaders.
- Increasing the number of participants from traditionally underserved populations participating in training programs that are responsive to ethnic and cultural change.
- Increasing self-sufficiency of families by advocating for support services so that individuals access training opportunities and prepare for jobs that bring a living wage.
- Improving coordination among all programs and providers, public and private, within the state's workforce training and education system.
- Promoting training and education that is competency based, with equal emphasis on academic and occupational skill acquisition.
- Generating new and leveraged resources for an integrated, cost-effective, statewide training and education system.

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STATE OF WASHINGTON

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Building 17, Airdustrial Park, P.O. Box 43105 • Olympia, Washington 98504-3105 • (360) 753-5662 • FAX (360) 586-5862

December 1, 1996

Members of the Legislature:

I am pleased to submit the second annual report of progress made by state agencies in fulfilling the most urgently needed actions and recommendations of "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education."

"High Skills, High Wages" was submitted to the Governor and Legislature in September 1994. It contains an ambitious agenda for change at all levels of the workforce training and education system. It calls for a transformation through continuing progress in education reform, developing competency-based systems and integrated delivery of services, establishing accountability through continuous quality improvement and providing a strong role for the customer.

We are proud of the progress made during the past year by the agencies committed to this agenda of change - the Employment Security Department, State Board for Community and Technical Colleges, Office of the Superintendent of Public Instruction, and the Workforce Training and Education Coordinating Board. Much of the progress was made in cooperation with our private sector partners and with other agencies of state government.

However, much work remains to be done. The Board has revised the comprehensive plan to recognize progress we have made, and to sharpen the focus on where change is most needed. We anticipate the biggest challenges for the coming year will include continued work to establish a School-to-Work Transition system for high school students, infusing the Performance Management for Continuous Improvement policy framework throughout the agencies and programs of the workforce development system, and increasing the capacity of the system to meet the needs of employers, workers, and the economy for workforce training.

We appreciate your continued confidence in our collective ability to implement "High Skills, High Wages" and look forward to updating the plan and reporting continued progress in future years.

Sincerely,

Betty Jane Narver

Betty Jane Narver, Chair
Workforce Training and Education Coordinating Board

cc: Governor Mike Lowry

A Report to the Legislature

Progress of Operating Agencies in Implementing

High Skills, High Wages

Washington's Comprehensive Plan for Workforce Training and Education

July 1995–June 1996

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INTRODUCTION

In September 1994 the Workforce Training and Education Coordinating Board delivered "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education" to Governor Lowry and the Legislature. The plan outlines 11 "most urgently needed actions" and recommendations that must be met to ensure that the people of Washington State will succeed in an economy that requires higher levels of skill and knowledge.

This is the Board's second annual report to the Legislature on progress toward implementing those recommendations. It covers fiscal year 1996, July 1995 to June 1996, the second year following adoption of the plan.

The 11 "most urgently needed actions" and supporting recommendations are the focus of this report. Under each "most urgently needed action" is a description of accomplishments made by the state agencies represented on the Workforce Training and Education Coordinating Board, along with other workforce development partners during the second year of the plan and a summary of agency actions and efforts planned for fiscal year 1997. The agencies represented are the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and the Employment Security Department.

This report fulfills the mandate of Substitute Senate Bill 5992 passed by the 1995 Legislature and signed by Governor Lowry. The bill requires the state agencies represented on the Board to develop operating plans that are consistent with "High Skills, High Wages." The legislation also requires the Board to provide an annual report to the appropriate legislative policy committees by December 1st of each year. The report is to detail progress made by the Board and the state agencies represented on the Board

A Report to the Legislature

Executive Summary

Washington State's workforce training and education operating agencies made significant strides in several areas during the second year of "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education" and look forward to continued progress in the third.

The Workforce Training and Education Coordinating Board (WTECB) and three operating agencies (Employment Security Department [ESD], Office of Superintendent of Public Instruction [OSPI], and State Board for Community and Technical Colleges [SBCTC]) administer more than 20 workforce development programs with annual appropriations of more than $500 million. These agencies and their private sector partners face the challenge of an economy in which many employers have trouble finding new employees with the skills they need. This hurts their ability to do business, and it hurts the state's economy. Additionally, the workforce is aging and becoming increasingly diverse. Thirty-eight percent of the net additions to the workforce between 1990 and 2010 will be people of color. The workforce also includes thousands of adults with disabilities or who lack basic skills such as high school-level proficiency in math and reading.

This report highlights the state workforce training system's initiatives from July 1995 to June 1996 in the following areas: Performance Management and Accountability, School-to-Work Transition, competency-based education, linking training with economic development, public awareness, and One-Stop Career Center system/collocation of services.

Performance Management and Accountability—Action 4

A systematic approach is needed to ensure that Washington's workforce training and education system is effective and accountable for its performance. WTECB, the operating agencies, and the Department of Social and Health Services designed such an approach. The Performance Management for Continuous Improvement framework will guide improvements in the workforce training and education system. It will provide customers with information they need to use the system and inform policymakers and the public about its performance. The agencies adopted the design of the system in early 1996; they are preparing implementation plans for adoption in early 1997. Additionally:

- WTECB completed two studies: *Workforce Training Results*, which evaluated the outcomes of five of the state's largest workforce training programs that prepare individuals for employment that does not require a bachelor degree; and *Workforce Training: Supply, Demand, and Gaps*, which examined the gaps between supply and demand for workforce training programs, and suggested strategies for addressing the gaps.

Workforce Training Results found that more than half the state's employers have difficulty finding qualified job applicants; employers want the programs to improve training for computer, math, and problem solving skills; and program participants want additional information about training and career opportunities, and more help finding a job. For more, see page 18.

Workforce Training: Supply, Demand, and Gaps found the economy needs more workforce training completers; youth need more work-related skills; and adults with barriers to employment are underserved by existing programs. The study recommended increased access to workforce training programs at community and technical colleges and private vocational schools; increased access to secondary vocational education programs and continued support for School-to-Work Transition and education reform efforts; and continued development of a One-Stop Career Center system. For more, see page 20.

- SBCTC conducted its second annual outcome evaluation of training programs funded by the Employment and Training Trust Fund.

  The evaluation found that 89 percent of program participants gained employment after completing training; 59 percent of students continued training into a second year; and the median wage obtained by graduates was $10.29 or 89 percent of their pre-job-loss wage. For more, see page 21.

- ESD evaluated its Job Training Partnership Act-funded programs for dislocated workers and disadvantaged youth and adults.

  The evaluation found that participants' increased earnings correlated with the level of skills they gained; classroom training does not provide employment as rapidly as job search assistance or on-the-job training, but skills learned in the classroom are retained and are reflected in higher wages; and the connection between prior work history and services provided to participants is weak and needs further examination. For more, see page 22.

- OSPI conducted an analysis of students completing secondary vocational education courses.

  The analysis found 93 percent of students completing 360 hours or more of vocational education were employed or enrolled in a college program. Also, an analysis of parenting teens in vocational programs found they are more likely to receive prenatal care than the pregnant adolescent population; about half received vocational education beyond instruction related to parenting and families; and about half the 12th-grade-age parenting teens returned to school to work toward graduation. For more, see page 22.

School-to-Work Transition—Action 10

Washington State is building a comprehensive system to make the last years of high school the first half of a systematic transition from school to work, to continued education, or both. This transition will integrate on-the-job and classroom learning and provide both academic credentials and certified work skills.

The state obtained a five-year, $26 million federal grant for implementing this system. The grant supports a variety of statewide system-building initiatives, and funding for local School-to-Work Transition partnerships. State-level partners supporting community initiatives and statewide system-building activities are the Association of Washington Business; the Washington State Labor Council, AFL-CIO; OSPI; SBCTC; and WTECB. Specifically:

- OSPI distributed $3.5 million in state and federal funds to 100 local School-to-Work Transition projects. For more, see page 39.

- Work began on expanding work-based learning opportunities for ***all*** of Washington's students. SBCTC and the Business-Labor Alliance are developing school-connected activities for work-based learning, including teacher preparation and retraining and curriculum design. WTECB and the Alliance are helping employers and workers prepare worksites, train supervisors, and otherwise support work-based learning activities. For more, see page 40.

- Solutions to employer and school liability issues related to work-based learning are being pursued by public and private sector partners led by WTECB and the Department of Labor and Industries. They also are creating tools to ensure that workplace safety skills are integrated into every experience that students have in workplaces. For more, see page 40.

- WTECB and its partners are designing a public awareness program to increase understanding of School-to-Work Transition and encourage involvement in system-building activities. For more, see page 41.

- WTECB began work on a regional structure for School-to-Work Transition. For more, see page 43.

- SBCTC provided federal Tech Prep funding to 22 local consortia. Tech Prep programs prepared more than 11,000 high school and community college students for mid-level technology occupations. The Boeing Company's six-year investment in Tech Prep reached $4 million; 50 high schools and several community colleges benefited from grants. For more, see page 42.

Competency-Based Education—Action 2

Competency-based education evaluates student achievement against specific skill standards and uses a common language to describe the performance. In a competency-based system, students show what they have learned and move through courses of study at their own

speed as they demonstrate competency, not because they have attended a course for the required length of time.

- OSPI provided student learning improvement grants to local districts to help them prepare for implementing the performance-based education system being designed by the Commission on Student Learning. OSPI's Center for the Improvement of Student Learning provided information and assistance about the state's four education goals and performance-based education to a variety of audiences. For more, see page 8.

- SBCTC continued its focus on implementing competency-based education at its campuses, including completing competency-based curriculum for electronics technology and information technology programs. For more, see page 9.

Linking Training with Economic Development—Action 9

Linking workforce training to economic development enables the supply of highly skilled workers to be coordinated with the demand and helps the state of Washington attract family-wage jobs. Partners in the state's workforce training and education system and the Department of Community, Trade and Economic Development worked to increase the state's competitive position by linking economic development activities with the workforce training system. For example:

- The multiagency Customized Training Initiative provided funding for five industry associations to assess their member companies' needs and explore their capacity to promote and broker customized training programs to their members. The Initiative supported further work by six industry associations that received funding in 1995. Associations have begun to develop customized training but face challenges linking with the state's training system. For more, see page 35.

- WTECB's Job Skills Program (JSP) provided training opportunities to more than 1,100 individuals through matching grants to 12 business/education partnerships. Every JSP grant dollar was matched by more than $2.50 in private sector investment. Local economic development agencies use the program as an incentive for companies to locate, expand, or keep their operations in Washington. For more, see page 36.

- A state partnership successfully applied for a federal grant to establish a manufacturing extension service. Similar to agricultural extension services in farming and ranching, the manufacturing extension service will support small manufacturers by giving them access to new technologies, resources, and expertise. For more, see page 37.

Public Awareness—Action 5

A coordinated communication strategy will help the public understand how the global economy is changing and affecting Washington State, why higher levels of skill and knowledge are needed, and

the challenges and rewards presented by school reform. "High Skills, High Wages" outlined the need for a strategy that informs the public, and links individuals with the various stakeholders in the workforce training and education system who are involved in change. For example:

- WTECB implemented a plan to increase public awareness of workforce training and education and of various workforce training and education initiatives. For more, see page 24.

- ESD and WTECB established home pages on the Internet to make information about the agencies and workforce training system programs and initiatives more accessible. For more, see page 25.

- WTECB conducted discussions in 15 communities around the state in late 1995 and early 1996 on possible changes to federal workforce training and education programs. For more, see page 28, and Action 8, page 33.

One-Stop Career Centers/ Collocated Services—Action 7

Existing employment and training services are dispersed among so many separate programs that it often is difficult for workers to get the help they need. Integrated or "one-stop" service delivery is a key strategy for addressing this problem.

- A state-level partnership led by ESD in August 1996 submitted a grant proposal to the U.S. Department of Labor requesting funds to establish a One-Stop Career Center system in Washington State. The proposal seeks $14.8 million over the next three years. When completed in the year 2002, the One-Stop system will provide universal access to all employment, training, and work-related education services sought by workers and employers. For more, see page 30.

- For the third year, ESD and SBCTC jointly operated centers that provided career development, labor market information, access to job openings, and job search assistance. Twenty-four of these centers are on community and technical college campuses; 13 were added during the year. These centers served 6,418 people, placed 1,369 into jobs, and received 1,363 job orders from employers. For more, see page 32.

Progress and Plans

Action 1: Confirm a Coherent Vision of a System of Lifelong Learning

The Needed Action

Confirm a coherent vision of a system of lifelong learning. Within one year, the Governor should convene a statewide summit of all policymakers involved in education and job training for the purpose of confirming a shared vision for all education from preschool through adulthood.

Background: Washington's current workforce training and education system is a collection of state, federal, and local agencies, and private businesses. To prepare a workforce of highly skilled and highly paid workers, these elements must become part of a coherent system that is seamless, accessible, and responsive. A shared vision of a system of lifelong learning is an essential step in this direction.

Third Annual Education Summit, November 1995

The Workforce Training and Education Coordinating Board coordinated the Third Annual Education Summit in November 1995. It served as a "wake-up call" to parents, working people, policymakers, and educators about the realities and importance of educational excellence and opportunity.

Participants included members of the Workforce Training and Education Coordinating Board, the State Board of Education, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Superintendent of Public Instruction, the Commission on Student Learning, and the Council of Presidents (representing the four-year public universities). They were joined by Governor Lowry; members of the Legislature; members of the Governor's Higher Education Task Force, the Council on Education Reform and Funding, and School-to-Work Task Force; other state education task forces and councils; representatives of business and the Washington State Labor Council; and others with interests in education.

Plans for Fiscal Year 1997—Fourth Education Summit, September 1996

The State Board for Community and Technical Colleges coordinated the Fourth Annual Education Summit in September 1996 as this report was being written. Participants heard from high school and college students who focused their concerns on financial aid and being adequately prepared to enter the workplace.

Participants included members of the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the State Board of Education, the Commission on Student Learning, the Superintendent of Public Instruction,

the Higher Education Coordinating Board, and the Council of Presidents. Also represented were other state education task forces and councils, representatives of business, the Washington State Labor Council, and others with interests in education.

Participants in the Fourth Annual Education Summit heard from high school and college students who focused their concerns on financial aid and being adequately prepared for the workplace.

Education Reform and School-to-Work Transition

As this report was written, the Commission on Student Learning, the Workforce Training and Education Coordinating Board, and the the Governor's School-to-Work Transition Task Force were planning an October 1996 meeting to explore the issues related to integrating education reform and the vision for a School-to-Work Transition system. Specifically, the meeting will address increasing visibility for Goal Four of the state's education goals.

Goal Four says students should "Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities." The Commission on Student Learning is developing Essential Academic Learning Requirements for the four goals established for the state's public education system in 1993 by House Bill 1209, the Education Reform Act.

WTECB will continue to pursue visibility for Goal Four as the Commission on Student Learning develops Essential Academic Learning Requirements for the state's education goals.

Progress and Plans

Action 2: Develop a Competency-Based Workforce Training and Education System

The Needed Action

Student learning improvement grants will help school districts prepare for implementing the state's performance-based education system.

Develop a competency-based workforce training and education system. Within five years, workforce training and education agencies will develop student performance standards and assessments that are competency-based and transferable across all training and education programs. Organizations responsible for professional development will make their programs competency based.

Background: Competency-based education evaluates student performance against specific skill standards and uses a common language to describe the achievement. Skill standards clearly define what workers of any age need to know and do in a particular occupation. In a competency-based system, students demonstrate what they are learning, moving through courses of study at their own speed as they show competency, not simply because they have attended a course for the required length of time. The state receives $20 million annually, which it applies to develop competency-based training and education at secondary and postsecondary schools. The funds are from the federal Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (called the Carl Perkins Act).

Action No. 2 is one of the most ambitious and important directions set in "High Skills, High Wages." Following are the accomplishments and plans of the reporting agencies.

Competency-Based Education in Public Schools

The Office of Superintendent of Public Instruction provided student learning improvement grants to nearly all of the state's 296 school districts. A report in November 1996 will describe how school districts have used the grants to implement the state's performance-based education system. OSPI's Center for the Improvement of Student Learning provided information and assistance about the state's education goals and performance-based education to parents, educators, and community members through workshops, public forums, publications, videos, and other means.

As part of the national consortium associated with the Center for Occupational Research Development, OSPI is developing curriculum for career clusters used in high schools. The first three career clusters are for engineering, manufacturing, business, marketing, and management. Three school districts in the state will participate in a two-year test of the clusters—West Valley, Spokane; Seattle; and North Mason.

A guideline was developed for integrating technical communication instruction in all curriculum areas. It aligns secondary competencies with the Essential Academic Learning Requirements for reading, writing, and communications

prepared by the Commission on Student Learning (CSL).

Also, the Superintendent's Office conducted 11 workshops to introduce business education teachers to strategies for developing leadership competencies for their curriculum.

Plans for Fiscal Year 1997

The West Valley-Spokane, Seattle, and North Mason school districts will devote the first year of the career clusters test to planning and curriculum alignment; in the second year, they will register students and implement the career clusters.

Members of the OSPI Technical Communication committee will introduce the instruction guideline across the curriculum.

Competency-Based Education at Community and Technical Colleges

The State Board for Community and Technical Colleges continued implementing competency-based education at its campuses. SBCTC staff and college vocational directors developed competency-based teacher training materials based on a needs assessment completed during the 1994–95 school year. The teaching materials give colleges the flexibility to address their specific curriculum development needs. More than 150 academic, basic skills, and vocational education faculty attended competency-based education train-the-trainer workshops.

SBCTC continued developing skill standards for electronics technology and information technology programs. When completed, the curricula will lead to a degree based on industry-defined competencies. Representatives from business, labor, and education have been involved in the curriculum development process.

The basic skills providers of the community and technical college system and community-based organizations revised the basic skills competencies needed for a person to function at basic literacy levels in the workplace. Also, an interagency group developed competency indicator statements that describe required student outcomes. The indicators incorporate academic skills and workplace competencies, and provide instructors, caseworkers, and employers with a clear picture of a student's abilities at each competency level.

SBCTC continued an outcomes assessment initiative to help colleges assess the general education abilities of their students and to create and strengthen linkages between faculty on teaching and assessing for competencies. Ten colleges sent staff to workshops and drafted action plans for 1996–97. These plans include formal efforts to connect this work to the colleges' ongoing competency-based education project.

Plans for Fiscal Year 1997

Community and technical colleges will continue to use federal vocational funds to implement competency-based education activities. Following training, faculty will begin developing competency-based curricula for their instructional areas.

SBCTC will develop competency-based curricula for dental, real estate, food processing, cosmetology, wood products, and plastics industry programs. This work includes identifying industry-based skill standards; developing instructional goals, objectives, lesson plans; and developing outcome assessment tools.

Formal follow-up will be made with the 10 colleges involved in the outcome assessment initiative in 1996, and another set of colleges will become involved in 1997. Liaisons will work with campus leaders of the competency-based education effort to create connections with the outcome assessment project. Colleges will report their progress on this initiative throughout the year.

Funding for Competency-Based Training and Education (Carl Perkins)

WTECB received $20 million in federal Carl Perkins vocational education funds for the workforce training and education system in 1995–96. As noted above, community and technical colleges and local school districts used the funds for programs to help students obtain skills and competencies needed to work in a technologically advanced society. Students with special needs received special emphasis. The funds also helped schools and colleges develop competency-based curricula and competency-driven training for instructors, counselors, and administrators.

Plans for Fiscal Year 1997

The U.S. Department of Education will provide vocational education funding for the 1997 program year despite expiration of the Carl Perkins Act in June 1996. WTECB will continue to target available federal vocational education funds to local school districts and the community and technical colleges for development of a competency-based workforce training and education system.

Making Professional Development Programs Competency Based

OSPI sponsored more than 75 different competency-based inservice training opportunities during the 1995–96 school year. These sessions equipped teachers to improve teaching content and strategies and to better serve students from special populations.

Central Washington University (CWU) continued to coordinate development of a performance-based system of standards and competencies for vocational-technical teachers. Content and program-specific standards were developed for agriculture, business, family and consumer sciences, marketing, and technology education programs, and for work-based learning coordinators. Content and program standards were incorporated into a proposed chapter of the Washington Administrative Code.

CWU continued competency-based training for entry-level teachers at a new education site in SeaTac. The center focused on business educators to alleviate the shortage in that area; 11 new teachers trained by the center entered classrooms in the fall of 1996.

Also, the state continued participating in the national Vanguard project. This project trains educators in restructuring academic and vocational curriculum to support all students, including students whose first language is not English and those who are at risk of failure. At least 45 districts have participated since January 1994.

Plans for Fiscal Year 1997

Following expected approval of the vocational-technical teacher standards by the State Board of Education, OSPI will establish a statewide vocational-technical professional education advisory council. The council will provide technical assistance to schools and consortia applying for program approval and for moving existing programs to performance-based systems.

The CWU SeaTac center will continue preparing vocational-technical educators (15 full-time students for the 1996–97 school year), focusing on integration of academic and vocational courses and teacher preparation related to career clusters.

Competency Tracking System Development Discontinued

SBCTC stopped developing a system to track student competencies after finding commercial software that met the college system's need. The software allows colleges to list a student's competencies for official transcripts and employers. An agreement allows colleges to purchase software, bar coding capability, support services, and inservice training at a uniform price.

Employment Security Department

The Employment Security Department and its local training partners developed measures of success and competencies for the participants of the state-funded 1996 Summer Youth Employment and Training Program. The program, like the federally funded Job Training Partnership Act Titles IIB and IIC programs, serves disadvantaged youth with barriers to employment.

Progress and Plans

Action 3: Serve the Needs of an Increasingly Diverse Population

The Needed Action

Serve the needs of an increasingly diverse population. Within two years, workforce training and education programs will develop goals and strategies for increasing the success rates of people of color, women, and people with disabilities.

Background: Growth in the number of new workers is slowing while growth in the number of women and minorities in the workforce is accelerating. These converging trends bring together the moral imperative for equal opportunity and the economic imperative for better-educated workers. Workforce training and education programs must be user-friendly to all people. The programs' staffing and administration should include women, people of color, and people with disabilities. Special efforts are needed to help traditionally underserved populations.

Accomplishments

Setting Goals

WTECB, its member operating agencies, and the Department of Social and Health Services established goals for target populations as part of the Performance Management for Continuous Improvement policy framework. These goals specified that the workforce development system should, for all people:

- Increase competencies;
- Increase employment;
- Increase earnings;
- Increase productivity;
- Reduce poverty;
- Increase customer satisfaction; and
- Increase return on investment.

(The goals and results of the Performance Management for Continuous Improvement system are more fully described in the section describing Action 4.)

The Board emphasized using Carl Perkins funds to serve special populations, including the poor, disabled, economically disadvantaged, and people with limited English proficiency. OSPI and SBCTC use Carl Perkins monies for local vocational-technical programs.

WTECB continued participating in statewide committees that address diversity and emphasized workforce diversity with Job Skills Program contractors. Board staff increased participation and attendance in state training on issues of cultural and gender diversity.

Plans for Fiscal Year 1997

WTECB will collect baseline data for the adopted performance measures on a range of populations and demographic factors, including race/ethnicity, sex, disability status, and age. Then the Board will lead an interagency and

customer effort to adopt numerical goals for future performance.

WTECB will continue emphasizing service to students with special needs and to special populations with federal vocational funding. The Board will examine the feasibility of publishing the 1996 update of "High Skills, High Wages" and other agency publications in languages other than English. The agency will offer training on diversity awareness, sex equity, and sexual harassment to members of WTECB as part of scheduled meetings. Additional staff training will occur on issues of cultural and gender diversity.

Increasing Diversity at Community and Technical Colleges

SBCTC identified strategies to elevate the importance of improving the success of students, faculty, and staff of color. In its work, the State Board:

- Communicated directly to local college boards to reemphasize the State Board's commitment to diversity and improving the success of students, faculty, and staff of color.
- Developed coordinated approaches to provide services, information, technical assistance, and training on diversity issues to the colleges.
- Examined strategies for recruiting and retaining personnel to increase opportunities for staff, faculty, and administrators of color and for expanding the pool of applicants for available positions.
- Established a mechanism for assessing the colleges' diversity efforts. For example, the State Board began reviewing college system efforts to recruit and retain minority students; following this review, it will suggest ways to help colleges improve services to these students.

SBCTC and the Washington Center for Improving Undergraduate Education sponsored a writing conference for leadership teams from eight campuses. The teams analyzed institutional data on students of color, examined best classroom practices, helped college staff conduct self-reflective audits, and developed working plans for participating colleges.

Plans for Fiscal Year 1997

SBCTC staff will organize a systemwide committee to develop strategies to increase the success of students of color. SBCTC, the Higher Education Coordinating Board, and representatives of two-year and four-year institutions will sponsor a professional development conference on multicultural issues for faculty and staff of color of the state's colleges and universities.

SBCTC and the Washington Center for Improving Undergraduate Education will sponsor additional conferences to help 16 colleges develop plans to improve academic success for students of color, and to assess the colleges' diversity efforts.

Also, the State Board will develop guidelines for serving disabled students, and prepare a resource guide for students.

Accommodations to improve success for students with disabilities will continue.

The goal of the Jobs for America's Graduates program is to increase the number of at-risk and out-of-school youth completing high school or earning skills certificates and help them make a smooth transition to further education or employment.

Equity in Vocational Education

OSPI's vocational-technical education equity office funded 40 sex equity grants to promote equity awareness and equal access to vocational programs and nontraditional career options. During the 1995–96 school year, 9,974 students enrolled in programs considered nontraditional for their sex (an enrollment is considered nontraditional when three out of four students are of the opposite sex). Inservice activities focused on equity and diversity issues in education reform and strategies for ensuring access and opportunity for all students.

Ten school districts participated in OSPI's student vocational equity project, which promotes equity awareness through peer education. Also, printing and distribution of the Washington State Apprenticeship Programs Guide increased awareness of nontraditional careers available to women.

Vocational equity funds enabled the Northwest Center for Equity and Diversity at Edmonds Community College to provide statewide technical assistance, instructional materials, and a library to help secondary and postsecondary vocational programs address equity and diversity issues.

Serving At-Risk and Out-of-School Youth

OSPI continued statewide implementation of the Jobs for America's Graduates program for at-risk and out-of-school youth. The goal of the program is to increase the number of students completing high school (or eventually earning skills certificates) and help them make a smooth transition to further education or employment. About 1,500 young people enrolled during the 1995–96 school year. More than 40 educators received training, and a board of directors was assembled to support 14 in-school and 7 out-of-school programs.

Alternative Career Entry

During the 1995–96 school year, the Yakima, Seattle, and North Thurston school districts participated in OSPI's Alternative Career Entry project to increase the number of people of color certified as vocational educators. Each of these districts will recruit and place two to three educators in the program.

Plans for Fiscal Year 1997

The program will expand to a fourth school district during the 1996–97 school year.

Employment Security Department

The Employment Security Department completed additional customer satisfaction surveys of job seekers and employers. Hispanic-Americans, African-Americans, and dislocated workers were targeted in customer satisfaction studies conducted in 1995.

The surveys found that Job Service Centers provide important services to the public and that the services generally meet customer expectations. The

surveys also found that the Department needs to improve matching workers with employers, place greater emphasis on helping unemployed individuals prepare for and find work, and increase public awareness about the services provided by Job Service Centers.

Plans for Fiscal Year 1997

The State Job Training Coordinating Council will require local and state service plans to include food processing and agriculture industries and their workers as a priority for Job Training Partnership Act-funded employment and training services. This requirement is based on an assessment that showed many workers in food processing and agriculture industries face cultural and language barriers to employment.

Progress and Plans

Action 4: Make Workforce Training and Education Accountable for Continuous Quality Improvement in Meeting Customer Needs

The Needed Action

Make workforce training and education accountable for continuous quality improvement in meeting customer needs. Within one year, WTECB in collaboration with the other agencies and partners of the workforce training and education system, will establish measurable goals or benchmarks for workforce training and education. Within two years, all workforce training and education programs will measure results to track progress toward these goals and continuously improve programs and policies.

Background: The Workforce Training and Education Coordinating Board engaged its member agencies—Employment Security Department, Office of Superintendent of Public Instruction, and State Board for Community and Technical Colleges—and the Department of Social and Health Services (DSHS) to develop the Performance Management for Continuous Improvement (PMCI) system. The system will:

- Measure the results of the workforce training and education system to show how well it is performing and identify areas for continuous quality improvement.
- Provide customers (students, workers, and employers) the information they need to make effective use of the training and education system.

The system includes secondary vocational-technical education; community and technical college workforce training; adult basic skills programs; Job Training Partnership Act training for dislocated workers, disadvantaged youth, and adults; the employment service; the Job Opportunity and Basic Skills program for people on welfare; private vocational education; and as it is developed, the One-Stop Career Center system.

Systemwide Accountability: Performance Management for Continuous Improvement

Establishing Measurable Goals for the Workforce Development System as a Whole

WTECB, its member operating agencies, and DSHS adopted the design of the Performance Management system in early 1996. Agencies began preparing an implementation plan that will be submitted to the Board and DSHS in early 1997.

Plans for Fiscal Year 1997

WTECB and project partners will collect baseline data for the performance measures and adopt an implementation plan in early 1997. Agencies will establish a Workforce Improvement Team to

infuse continuous improvement processes into the workforce development system and will continue participating in a technical workgroup.

Continuous Quality Improvements

During fiscal year 1997, the Board will conduct a work session on continous quality improvement and will infuse continuous improvement into its meeting-related processes. Additionally, WTECB will conduct a customer review of the *Plan for Tomorrow Today* career guide to ensure the publication meets the needs of its users as part of its internal continuous improvement effort.

Analyzing Common Data Elements and Definitions

"High Skills, High Wages" recommends "WTECB ... use the (PMCI) Project to analyze ... common data elements and definitions ...." By passing SSB 5992, the Legislature reinforced this responsibility, requiring WTECB to "specify by December 31, 1995, the common core data to be collected by the operating agencies of the state training system and the standards for data collection and maintenance."

The Board and its project partners reached agreement in late 1995 on the common core data elements and definitions for measuring results of the programs participating in PMCI.

Plans for Fiscal Year 1997

Partners in PMCI will use the common core data elements and definitions to begin measuring results of programs participating in the Performance Management system.

Implementing Performance Management for Continuous Improvement

Employment Security Department

ESD conducted training to help its staff and service providers develop tools to improve service to dislocated workers. Also, the Department's Labor Market and Economic Analysis (LMEA) unit designed a continuous quality improvement model and began focus group interviews to make products more customer focused.

Plans for Fiscal Year 1997

ESD will continue participating in PMCI, and Department programs and agencies providing training and employment-related services will begin implementing PMCI.

The LMEA branch will evaluate the state's occupational information system and its major products. The State Occupational Information Coordinating Committee will distribute results of this evaluation. Also, LMEA will evaluate substate labor market information products and services. This evaluation will help the department design products for the One-Stop Career Center system. All evaluations will include customer satisfaction surveys of LMEA products.

The State Job Training Coordinating Council will implement new performance measures for the Job Training Partnership Act (JTPA) Title III dislocated

Project parnters agreed in late 1995 on the common core data elements and definitions for measuring results of the programs participating in Performance Management for Continuous Improvement.

worker programs. These standards will measure the percentage of income recovery and percentage of jobs with employer-assisted benefits for workers who enter employment.

State Board for Community and Technical Colleges

The State Board for Community and Technical Colleges approved seven systemwide goals and a series of performance indicators to begin its implementation of the Performance Management for Continuous Improvement system. Board staff made a preliminary evaluation of system effectiveness based on a review of the indicators. This evaluation, prepared for the September 1996 State Board meeting, will inform policy decisions including budget development. After review, the evaluation will be published along with the description and findings for each indicator.

Plans for Fiscal Year 1997

The following actions are planned for the 1996–97 year:

- Adoption of systemwide goals.
- Analysis of the impact of the technical college merger after five years.
- Analysis of vocational programs by typical wage earned by graduates.
- Description of welfare recipients as students.
- Implementation of continuous improvement strategies.

Office of Superintendent of Public Instruction

Regional teams delivered training on total quality management (also called total quality learning) in education. Teachers and administrators were involved in multiple short and longer range sessions. The summer inservice for vocational educators included a focus on total quality learning.

Also, OSPI worked with local school districts' administrators to validate a series of outcomes for secondary vocational-technical education within the Performance Management for Continuous Improvement system.

Plans for Fiscal Year 1997

OSPI will continue its involvement in the PMCI steering committee. In the summer of 1997, the Superintendent's Office will collaborate with other agencies and associations to provide educators with in-depth training on total quality learning in the implementation of school improvement.

Developing Consumer Reports of Program Results

Development began on consumer reports for programs in the Performance Management for Continuous Improvement system. WTECB and partner agencies began researching state and national information on consumer reports and obtaining the views of local and state-level stakeholders. This work will continue into 1997. When developed, the reports will inform individuals about the employment and earnings that can

be expected from pursuing different training strategies.

Evaluating the Results of Workforce Training and Education

WTECB completed and published *Workforce Training Results*, which evaluated the outcomes of five of the state's workforce training programs that prepare individuals for employment that does not require a bachelor degree. Programs evaluated were postsecondary workforce training at community and technical colleges; JTPA Titles IIA- and IIC-funded training for low-income youth and adults with barriers to employment; JTPA Title III-funded training for dislocated workers; and secondary vocational-technical education at high schools and vocational skill centers. The study also evaluated employer needs for workforce training and the needs of potential training participants who were not enrolled in one of the five programs.

The evaluation involved surveying 1,900 Washington employers; 1,100 individuals who participated in one of the programs between July 1, 1993, and June 30, 1994; and 400 potential participants. It also evaluated 35,000 program participants through administrative records.

Among the significant findings of *Workforce Training Results* are:

- 81 percent of employers who attempted to find job applicants with a vocational degree or certificate had difficulty.
- 55 percent of employers said they had trouble finding qualified job applicants in the past 12 months. Employers said difficulty in finding new employees with the needed skills is hurting their ability to do business, and is hurting the state's economy.
- Many employers want improvements in the computer, math, and problem solving ability of new employees who complete one of the evaluated training programs.
- Most participants said training met their needs and improved their skills, although many participants said they did not receive occupational or basic skills instruction.
- The state should do more to provide individuals with information about career opportunities and training programs, and many participants would like their training programs to provide them with more help in finding a job.
- Employers are concerned with the ability of public providers to supply training their employees need and with the cost and convenience of the time and location of publicly provided training.

Besides the outcome evaluation, WTECB planned to analyze data obtained from the National Education Longitudinal Study of the Eighth Grade Class of 1988. This study was not completed due to unavailability of data.

Plans for Fiscal Year 1997

WTECB will evaluate the Adult Basic Education program of the community and technical college system and complete a more extensive evaluation of secondary vocational-technical

education. Also, the Board will complete its first net-impact and cost-benefit evaluation of the state's training system and publish results in early 1997.

Additionally, WTECB with its operating agencies will begin the second evaluation of the workforce training and education system. The Board's authorizing statutes require this evaluation every two years.

Assessing the Needs for Workforce Training and Education: Analyzing the Demand for Services

WTECB completed and published *Workforce Training: Supply, Demand, and Gaps,* which analyzed the supply and demand for workforce training in Washington and suggested strategies for addressing the gaps. The study examined supply and demand for workforce training from the points of view of employers and workers and from broad categories of the working-age population (youth, adults, and adults with barriers to employment).

Among the study's findings are:

- The economy demands more workforce training completers. WTECB recommended increased access to workforce training at the state's community and technical colleges by 10,123 full-time equivalent (FTE) students in the next five years, increased enrollment by private career schools, tax incentives for employer-provided training; and increased funding for WTECB's Job Skills Program, which provides funding for customized worker training.
- Youths need more work-related skills training. WTECB recommended continued support for ongoing education reform efforts and for development of School-to-Work Transition systems in local schools and increased access to secondary vocational-technical programs by 8,500 FTE students in the next five years.
- Adults with barriers to employment, such as poverty or level of education, are underserved by existing programs. WTECB recommended continued development of a One-Stop Career Center system, which will coordinate employment and training programs and services to more efficiently serve clients and continued targeting of federal funds to serve disadvantaged individuals.

Plans for Fiscal Year 1997

WTECB, with SBCTC, ESD, and OSPI, will begin the second assessment of supply and demand of workforce training and education. Biennial evaluations are required by SSB 5992 and in WTECB's "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education."

Evaluating the Costs and Benefits of Workforce Training and Education

WTECB selected a contractor for the net-impact evaluation of retraining funded by the Employment and Training Trust Fund. (The Trust Fund was established in 1993 through ESHB 1988 to meet the educational and career needs of dislocated and other unemployed

workers.) The Board will publish results of the evaluation in early 1997.

Additionally, WTECB with OSPI, SBCTC, and other stakeholders, developed the evaluation research design for School-to-Work Transition. A contractor will be selected for the initial evaluation in early 1997.

Employment and Training Trust Fund Training Programs

SBCTC conducted its second annual evaluation of training programs funded by the Employment and Training Trust Fund. Community and technical colleges will receive $58.6 million during the 1995–97 biennium to provide new and expanded training opportunities and support services for eligible students.

Among the evaluation's findings are:

- 89 percent of the graduates were employed after completing training.
- Median wage of graduates was $10.29 per hour, or 89 percent of their prejob loss wage)
- 59 percent of the students continued their training into a second year.

The community and technical colleges said during the 1995–96 school year they served more than 6,800 eligible students in workforce training programs, added 122 new training programs, many in high-demand occupations, and provided 4,700 eligible students with financial assistance for books, tuition, transportation, child care, and other support services.

Plans for Fiscal Year 1997

Using results of the evaluation, colleges will improve student career planning and job search assistance. SBCTC will conduct the third annual evaluation and publish its results in late 1996.

Agency or Program-Specific Evaluations Required by SSB 5992

SSB 5992, passed in 1995, requires evaluation of workforce training and education programs every two years. WTECB and its member operating agencies adopted standards for agency program evaluations. The Board reviewed reports of the evaluations in June 1996, and agencies completed final reports by July 1, 1996. A synopsis of each program evaluation follows.

State Board for Community and Technical Colleges

SBCTC evaluated its job skills enhancement training (skills upgrading) efforts. It was chosen because serving this population (about 26,500 students in the fall 1995 quarter) is an important mission of the college system, and it has received less attention than job preparatory training, or the retraining funded by the Employment and Training Trust Fund.

Key findings of this study were:

- Workers typically enroll part-time, with nearly half taking classes only at night. A majority enroll without the direct support of their employers. Workers take a wide range of academic and occupation-specific courses.

Through the Employment and Training Trust Fund, the community and technical colleges served more 6,800 students, added 122 new training programs, and provided 4,700 students with financial assistance.

- Workers generally were satisfied with the quality of training and the resources provided to support training. However, 35 percent were dissatisfied with the availability of classes they need for upgrading, and 30 percent were dissatisfied with the advising they received on course selection.

- Since 1990, the number of workers enrolled in college-level job skill enhancement classes declined by 5 percent a year, while the number of workers enrolled in precollege (basic skills-level) job skills enhancement classes grew by 5 percent a year.

Employment Security Department

ESD evaluated its Job Training Partnership Act-funded programs. The evaluation examined the correlations between: 1) the characteristics of the participants (such as education level or prior work history) and the type of training they received; and 2) training that participants received and the employment and earnings participants subsequently obtained.

The evaluation found that:

- Participants with weak academic skills tended to receive remedial education; most of the participants received some skills training; and the connection between prior work history and services provided to participants was surprisingly weak and needs further examination.

- Classroom skills training does not always produce rapid employment compared to job search assistance and on-the-job training. However, skills gained in classroom training are retained by students and are reflected in higher wages in all programs.

- Participants' increased earnings correlated with the level of skills they gained.

Office of the Superintendent of Public Instruction

OSPI conducted a secondary analysis of students completing secondary vocational education courses. The analysis found 93 percent of students who completed 360 hours or more vocational-technical education in high school were subsequently employed or enrolled in a two-year or four-year college program. OSPI concluded the research would help schools evaluate the outcomes of their programs and help schools and their community partners develop and improve local School-to-Work Transition initiatives. OSPI also found that it needs to help schools maintain common data elements and handle coding issues consistently to provide quality information for further program evaluations.

Additionally, OSPI worked with Central Washington University to analyze data on parenting teens in secondary vocational programs. Findings from 45 responding programs showed that:

- 46 percent of 12th grade or near-12th-grade parenting teens graduated from high school and another 37 percent returned to school to work toward graduation.

- 77 percent of parenting teens in secondary vocational education programs received early prenatal care, compared to 63 percent of the general pregnant adolescent population.

- 48 percent of parenting teens enrolled in specific vocational classes beyond those related to parenting, family instruction, and management of work.

Workforce Training and Education Coordinating Board

WTECB began an evaluation of its Job Skills Program, using focus groups of employers participating in the program. Also, the Board worked with the Washington Federation of Private Vocational Schools to begin designing an evaluation of the outcomes of private career school training.

Plans for Fiscal Year 1997

The State Board for Community and Technical Colleges will study and report on the Tech Prep program's role in education reform.

OSPI will conduct follow-up studies of graduates of the classes of 1995 and 1996 and provide technical assistance to schools so they can provide consistent data for evaluations.

WTECB will report on its evaluation of the Job Skills Program and complete its evaluation of private career school training by the end of 1996.

Rural Natural Resources Impact Evaluation

The State Board for Community and Technical Colleges designed a performance management system to review effectiveness of the Rural Natural Resources Impact Area Program.

Legislation that passed in 1995 revised programs providing assistance to communities adversely affected by the decline in natural resources (i.e., timber, salmon). The law required an evaluation report to the Legislature on the performance of the program called the Rural Natural Resources Impact Area Program.

SBCTC designed a performance management system to review program effectiveness in three areas: employment support and retraining, business development and community economic diversification, and human services.

Plans for Fiscal Year 1997

SBCTC will prepare the employment support and retraining component of the report, which will be submitted to the Governor and the Legislature in 1997. The State Board will:

- Determine the number of program participants who completed the training program.

- Analyze workers' post-training employment level and wages.

- Determine whether training programs were in demand for high-growth occupations.

Progress and Plans

Action 5: Increase Public Awareness About the Importance of Workforce Training and Education

The Needed Action

Increase public awareness about the importance of workforce training and education.

Background: People need to know how the global economy is changing, why higher levels of skill and knowledge are needed, and the challenges and rewards of school reform. "High Skills, High Wages" outlined the need for a coordinated communication strategy that informs the public about workforce training and education initiatives. The Workforce Training and Education Coordinating Board (WTECB) is responsible for working with its partners to " ... lead a statewide effort to engage the public in a discussion of the need for higher levels of skill and knowledge and the importance of personal and corporate responsibility for lifelong learning."

Accomplishments

WTECB developed and began carrying out a plan to increase public awareness of the importance of workforce training and education and of various workforce training and education initiatives. The Board contracted with Elway Research of Seattle to collect data on the public's awareness and attitudes on workforce development and School-to-Work Transition initiatives and to develop the themes and key messages for subsequent communications activities. This work will be completed in the fall of 1996.

To enhance its School-to-Work Transition communication responsibilities, WTECB assembled a communication advisory group. Involved in the group are key partners and communication professionals with experience in education reform and workforce development, including representatives of business, labor, education, parents, and the Legislature. This group provides guidance on communication methods, messages, and partnerships. Also, WTECB participated as a member of the Marketing Task Force established by the National School-to-Work Office.

WTECB published and widely distributed three major publications:

- *A Report to the Legislature*, an annual report of progress made by WTECB and its operating agencies in carrying out the state's comprehensive plan for workforce training and education;
- *Workforce Training Results*, an evaluation of the outcomes of five of the state's largest workforce training programs, employer needs for workforce training, and the needs of potential training participants who were not enrolled in one of the programs; and
- *Workforce Training: Supply, Demand, and Gaps*, which analyzed the supply and demand for workforce training, and suggested strategies for addressing the gaps.

The Board established an Internet home page to make information about the agency and workforce training system programs and initiatives more accessible. The site provides information on upcoming Board meetings, text of significant publications, and a method for the public to contact the agency and order documents through electronic mail.

WTECB worked with the news media to inform the public about: grants made by the Job Skills Program; the International Peer Learning workshop; the November 1995 Education Summit; findings from research on the workforce training and education system; and the Washington Award for Vocational Excellence. TVW, the state's public affairs network, broadcast several Board meetings and Board-sponsored events to a statewide audience via cable T.V.

The Board conducted 15 community meetings around the state in late 1995 and early 1996 to explain possible changes to federal workforce training and education programs and solicit comments on how Washington State should implement the changes (for more on this initiative, see Action 8, page 33).

Also, the Board helped the Business-Labor Alliance develop information products on School-to-Work Transition for their constituents.

The Employment Security Department developed an Internet home page to make information about the Department, its One-Stop Career Center system planning initiative, and labor market information more accessible to the public. The Department also used the Internet to solicit comment from the public on its One-Stop initiative. It prepared a video for dislocated workers that is being used by local offices. The Department also wrote and distributed about 40,000 copies of *Occupational Outlook* to help job seekers.

Plans for Fiscal Year 1997

WTECB will develop and carry out a public awareness strategy for the School-to-Work Transition Initiative to encourage people to get involved in system-building activities. WTECB will continue to solicit advice and partnership strategies from its School-to-Work Transition communications group.

The Board will continue developing its Internet home page, making it easier to use and information more accessible. The agency will examine creating an Internet version of its *Plan for Tomorrow Today* career guide as a way to make the information more accessible.

Also, WTECB will continue publicizing its programs and initiatives, and results of its evaluations, through the news media, TVW, publications, distribution of reports, participation in statewide and regional conference, and other means.

The Employment Security Department will expand its Internet home page to include enhanced labor market and occupational information, general information about the Department's services and locations, and information on unemployment insurance. The home page will be titled "Washington On-line Reemployment Kiosk" or WORK.

The Employment Security Department's Labor Market and Economic Analysis branch will build an occupational and labor market information database suitable for the Internet. The database will use the occupational classification structure being designed by the U.S. Department of Labor to include skill descriptors.

The State Board for Community and Technical Colleges will develop an Internet home page to help college staff and students find information on various system initiatives, research reports, disability resources, and publications.

Progress and Plans

Action 6: Build Partnerships Between the Private Sector and Workforce Training and Education

The Needed Action

Build partnerships between the private sector and workforce training and education, including work-based learning and skill standards.

Background: To achieve the goal of a highly skilled workforce, stronger and deeper partnerships are needed between business, labor, education, community organizations, and the public agencies involved in adult training and education. Recognizing this, "High Skills, High Wages" called for "... WTECB, the workforce training and education agencies, and statewide associations of labor and business (to) collaborate in building the capacity of the private sector to participate in training and education policy and program development and implementation. The aims of such partnerships will include the integration of work-based learning with school-based learning and the development of up-to-date occupational skill standards and assessments."

Engaging the Participation of Business and Labor

The Workforce Training and Education Coordinating Board (WTECB) continued to help business and labor form partnerships with education, community agencies, and local government. The most significant partnership is the Business-Labor Alliance of the Association of Washington Business and the Washington State Labor Council, AFL-CIO. The Alliance is responsible for developing business and labor support for local School-to-Work Transition initiatives and ensuring business and labor involvement in state-level policymaking, program development, and evaluation efforts.

The Employment Security Department continued to engage Private Industry Councils and other local partners to further local integrated service delivery initiatives that streamline and improve customer service. Private sector and local partners also participated in the Department's One-Stop Career Center system initiative.

Plans for Fiscal Year 1997

WTECB will continue to support business and labor workforce development partnerships with education, community agencies, and local government, and specifically will help the Business-Labor Alliance in its School-to-Work Transition system building activities. Also, SBCTC will continue working with the Alliance to develop school-related, work-based learning strategies.

The State Board for Community and Technical Colleges (SBCTC) will work with the Business-Labor Alliance to develop work-based learning tools for the state's School-to-Work Transition system. They will work on worksite

criteria, student learning objectives, and quality standards for work-based learning.

Developing Industry-Based Skill Standards

SBCTC worked with industry representatives to develop industry-based skill standards for information technology and dental health occupations. Industry-based skill standards describe what job applicants must know and do to succeed in a specific occupation or cluster of occupations. These standards are the "glue" for the School-to-Work Transition system, allowing for a smooth transition from high school through community or technical college to the workplace.

Plans for Fiscal Year 1997

SBCTC will send preliminary skill standards for information technology career clusters to industry representatives for validation. The State Board also will work with the dental health industry to complete and validate that industry's skill standards. It will publish a guidebook to help faculty and industry partners develop skill standards for any occupational area. SBCTC will conduct a review of instruments and strategies to create an assessment process for industry skill standards. And, the State Board will cosponsor a skill standards conference in October 1996 to inform educators about how to work with business to define industry-based skill standards and to showcase local and national examples.

Community and technical colleges will develop skill standards during the 1996–97 school year for occupations in the real estate, food processing, cosmetology, wood products, and plastics industries.

Additionally, SBCTC and WTECB will represent Washington in a three-state consortium developing a portable skill standards credential in the business and management career pathway. The consortium will develop a credential that integrates academic and industry-defined skill standards, and that will be "honored" by businesses across state borders. The Washington, Oregon, and California consortium is funded by a one-year grant from the National Skill Standards Board.

Manufacturing Technology

Significant change began in the manufacturing core curriculum offered in 30 high schools, which are developing and testing curriculum for the Manufacturing Technology Advisory Group. The Office of Superintendent of Public Instruction developed policy guidance for approving programs that integrate competencies into existing courses.

South Seattle Community College participated in a business-labor-education MTAG partnership that developed 300 competencies and curriculum for 10 competency categories. Teachers from 10 high schools and South Seattle Community College were selected and trained in how to write effective curriculum modules, and a database was developed to record and share these modules. By mid-1996, 371 curriculum modules had been written for 10 core competency categories.

Helping Industry Respond to Plant Closures

The Employment Security Department, local Service Delivery Areas, SBCTC, and local colleges continued to develop strategies to deal with plant closures and layoffs throughout the state. One initiative helped labor and company managers form labor-management committees to help workers cope with layoffs and the transition to reemployment or retraining.

Plans for Fiscal Year 1997

An agriculture and food processing labor-management committee is planning responses to plant closures and layoffs in the food processing industry. The committee also will identify ways to help small and medium sized businesses invest in training for current workers.

Boeing Reemployment Program

Support continued for the Boeing Reemployment Program, which helped laid-off Boeing workers. The program was a partnership of the International Association of Machinists, Seattle Professional Engineering Employees Association, The Boeing Company, the Employment Security Department, the state's community and technical colleges, and the U.S. Department of Labor. Centers in Renton and Everett provided reemployment services to workers.

Involving Private Vocational Schools

As well as provide opportunities for about 30,000 students each year, Washington's private vocational schools trained more than 200 individuals eligible for assistance through the Employment and Training Trust Fund in fiscal year 1996. (Trust Fund-eligible individuals can attend a private vocational school if the course of study they have chosen is not available through the state's community or technical colleges.)

WTECB continued to involve the private sector in working committees for the Job Skills Program, the Private Vocational Schools Act, and the Performance Management for Continuous Improvement system. This provides opportunity for private sector participation in policy and program development.

The Legislature added private vocational schools to the definition of the state's workforce training and education system during the 1996 session. Consequently, WTECB added a representative from private vocational schools to its Interagency Committee, which facilitates communications between the Board and its partners on a variety of workforce development issues.

Plans for Fiscal Year 1997

WTECB will continue to involve the private sector and private vocational schools in policy and program development for workforce development initiatives.

Partnerships That Foster Equitable Learning

Sex equity and single parent/displaced homemaker grants administered by the Office of the Superintendent of Public

Instruction encourage local partnerships between labor unions, businesses, Private Industry Councils, local school districts, community and technical colleges, local service delivery areas, and Indian tribal councils. Such partnerships foster equitable learning and work environments for students and provide single parents with marketable skills that enable them to support their families.

Progress and Plans

Action 7: Integrate Employment and Training-Related Services

The Needed Action

Integrate employment- and training-related services so that they are easier to find and access. The Governor should continue to take leadership to establish "one-stop" or integrated service delivery systems for employment- and training-related services.

Background: Existing employment and training services are dispersed among so many separate programs that it is often difficult for workers to get the help they need. Integrated or "one-stop" service delivery is a key strategy for addressing this problem.

Developing a One-Stop Career Center System

Accomplishments

A state partnership led by the Employment Security Department submitted a grant proposal in August 1996 to the U.S. Department of Labor for funds to implement a One-Stop Career Center System in Washington State. The proposal requested $14.8 million over the next three years. The implementation plan initially uses the Service Delivery Areas as the backbone of the system.

Guided by an interagency, public-private management team, the One-Stop Career Center system would provide access to all employment, training, and work-related education services sought by workers and employers.

Before submitting the grant proposal, the project's management team and steering committee:

- Released two reports for informing the planning process—a report on customer satisfaction entitled *Understanding Customer Opinions About State-Provided Labor Market Services* and a report on field-tested models entitled *One-Stop Career Center Systems: Lessons from the Field.*
- Established a series of state and local cross-agency teams to look at implementation issues, including service design and delivery, human resources, information systems, and performance criteria and certification.
- Released a series of policy papers entitled *Mandate for Change.*
- Established an Internet site to inform the public about progress and to solicit feedback.
- Identified objectives necessary for creating the One-Stop Career Center system and integrating the delivery of workforce development services.

Members of the One-Stop Management Team represent state agencies, business, labor, and local service providers.

The Employment Security Department will continue to explore options for enhancing self-service options for clients and pursue resources to develop and enhance greater customer access and choice.

Plans for Fiscal Year 1997

The One-Stop Management Team will continue efforts to begin system implementation. The plan anticipates completion in 2002.

Integrated Service Delivery

The Employment Security Department continued to work with service delivery areas to establish and run integrated service delivery facilities. Examples of where partnerships and collocated sites have proven fruitful include the Boeing Reemployment Project, the Grady Way Reemployment Center in Renton, the Coastal Career Center in Aberdeen, and the technology service delivery integration within the Department's West Region.

Plans for Fiscal Year 1997

The Employment Security Department and the service delivery areas will continue consolidating operations, as appropriate, to address the needs of customers.

Also, the Department will continue to explore methods for enhancing self-service options for clients by providing information through libraries, schools, community and technical colleges, and other local state agency offices. The Department will pursue resources to develop and enhance greater customer access and choice. For example:

- Job seekers will have improved access to information about available jobs through expansion of the Washington Information Network kiosk system. The number of kiosks in shopping malls, public buildings, and other locations will be expanded from 11 to 48 statewide.

- Self-service access points in Job Service Centers will be made more user-friendly. The Department will examine using the Internet to provide a direct connection between employers and job seekers.

- The labor market information Internet application will be fully developed for each county with narrative analysis and annually updated data tables, charts, and maps.

The Department will integrate occupational information into its geographic labor market information system, providing a rich base of information on occupations and availability of jobs for any substate area.

Collocation and Job Placement Centers

For the third year, job placement centers at community and technical colleges provided career development, labor market information, access to job openings, and job search assistance. Funded primarily through the Employment and Training Trust Fund, the centers help students find part-time jobs while in school, help newly trained or retrained workers find jobs, and give employers access to a pool of potential employees. During 1995–96, these centers served 6,418 people, registered 3,219 in Jobnet, placed 1,369 into jobs, and received 1,363 job orders from employers.

Thirteen centers were added during the year, bringing the number to 24. Centers are at Bellevue, Big Bend, Clark, Centralia, Everett, Grays Harbor, Highline, North Seattle, Olympic, Peninsula, Pierce, Seattle Central, Shoreline, Skagit Valley, South Puget Sound, South Seattle, Tacoma, Walla Walla, Wenatchee Valley, and Yakima Valley community colleges, at the Bates, Clover Park, and Renton technical colleges, and at the Seattle Vocational Institute. The Employment Security Department and the State Board for Community and Technical Colleges operate the centers.

Improving Service to Dislocated Workers

The Employment Security Department began implementing a worker profiling system that identifies potentially long-term unemployed claimants. These individuals received reemployment services at the beginning of the unemployment claim, rather than the end, to increase the likelihood they will return to work more quickly. The Department served an additional 5,650 dislocated workers through this system during the year.

Plans for Fiscal Year 1997

The Employment Security Department and the State Board for Community and Technical Colleges will continue expanding job placement centers at community and technical colleges as funding permits. The agencies plan three additional centers.

The Department will continue to use profiling as its primary tool for targeting reemployment services to claimants at risk of exhausting their unemployment insurance benefits before returning to work. The profiling system will be refined to meet the needs of integrated service delivery.

Progress and Plans

Action 8: Consolidate Programs Where Coordination and Efficiencies Can Result

The Needed Action

Consolidate programs where coordination and efficiencies can result.

Background: Senate Bill 5992 says, "In the event that federal workforce development funds are block granted to the state, it is the intent of the Legislature to seek the broadest possible input, from local and statewide organizations concerned with workforce development, on the allocation of the federal funds." Further, the bill says, "The (Workforce Training and Education Coordinating) Board shall provide policy advice for any federal act pertaining to workforce development that is not required by state or federal law to be provided by another state body."

Accomplishments

Congress devoted considerable effort in 1995 and 1996 to bills designed to streamline federal workforce development programs and provide funding at reduced levels to states through block grants. The Workforce Training and Education Coordinating Board (WTECB) conducted discussions in 15 communities around the state to ask local- and state-level organizations how the state should respond to proposed federal block grant legislation. More than 560 representatives of business, labor, employment and training service providers, education, and local elected officials met with WTECB members and staff in Yakima, the Tri-Cities, Spokane, Seattle, Tacoma, Wenatchee, Moses Lake, Bellingham, Port Angeles, Aberdeen, Vancouver, Kelso, Olympia, Everett, and Walla Walla.

WTECB provided information about impending changes and solicited comments in three broad areas: collaborative planning, local structure and state and local relationships, and how to deal with the transition to the proposed workforce development system. Community leaders told the Board:

- Planning must be collaborative;
- New programmatic relationships should build upon existing, effective partnerships;
- A regional structure should be developed;
- The state should establish goals for the new system, but let local partners decide how best to reach those goals;
- Workforce training must be linked to economic development initiatives;
- The state should establish an accountability system and provide training, technical assistance, and models of best practices for local partners; and
- The state should help local partners through the transition to the new system.

Plans for Fiscal Year 1997

Congress did not reach agreement on a compromise proposal before adjourning for the year in September 1996. The issue may be reconsidered in 1997. Regardless, WTECB will use suggestions gathered during the community meetings to continue efforts to improve and streamline the state's workforce development system, particularly the One-Stop Career Center system, School-to-Work Transition and linking workforce training with economic development.

Employment Security Department

The Employment Security Department began consolidating local services after consulting with community leaders, using advances in technology and making administrative efficiencies. This resulted in some Job Service Center staff being collocated at other employment services and training provider sites and allowed staff to increase outreach to communities. The initiative also provided expanded service through state information kiosks, self-service terminals, and voice response technology. This effort will continue throughout the coming year.

Progress and Plans

Business associations have begun developing customized training programs, but face challenges that relate to time, characteristics of the association, and the state's workforce training system.

Action 9: Coordinate Workforce Training and Education With State and Local Economic Development Strategies

The Needed Action

Coordinate workforce training and education with state and local economic development strategies.

Background: Linking workforce training to economic development enables the supply of highly skilled workers to be coordinated with the demand, and helps Washington attract family-wage jobs. To this end, the comprehensive plan calls for the Department of Community, Trade and Economic Development (CTED) and the workforce training and education system to "promote the development of high performance work organizations by developing industry consortia in high, value-added sectors of the economy and providing them with assistance in employee training, ISO 9000 certification, export assistance, and other services."

Using Trade Associations to Broker Customized Training

WTECB convened an interagency team that developed and funded the Customized Training Initiative. The goal of the initiative is to design a strategy to increase the state's competitive position by linking economic development activities with the workforce training system. Other team members are CTED, the Employment Security Department, and the State Board for Community and Technical Colleges.

The multiagency initiative provided funding for five industry associations to explore their capacity to promote and broker customized training programs to their members. The Initiative supported further work by six industry associations that received funding in 1995.

The Customized Training Initiative helps business associations survey their members' training needs. Results from the surveys can be used to facilitate delivery of training, identify industry skill standards, develop an inventory of training providers, and help businesses improve their access to the state's workforce training programs.

Secondary wood products, manufacturing, electronics, biotechnology, maritime industries, and computer software business associations received funding in 1995. Business associations representing movie studio mechanics, printing and imaging, aerospace, typographers, and wireless communications received funding in 1996.

Each of the business associations recognize the need to identify workforce development and training needs. Associations have begun developing customized training programs, but face challenges that relate to time, characteristics of the association, and the state's workforce training system. Several 1995-funded associations

unsuccessfully applied for state training grants.

Work of the Initiative Partners

WTECB and CTED staff met with representatives from the forest projects, software, maritime, and plastics associations to:

- Learn which customized training programs might be appropriate;
- Describe criteria related to specific training programs;
- Connect association members with local training providers;
- Identify problems encountered by the associations in attempting to broker training programs; and
- Help in the early stages of project development.

Plans for Fiscal Year 1997

The Economic Development and Workforce Training workgroup will consider how to provide further assistance to the business associations.

Job Skills Program

WTECB's Job Skills Program (JSP) fostered economic development by providing training opportunities to more than 1,100 individuals through matching grants to business/education partnerships. Twelve training projects around the state were funded by the program. For every JSP grant dollar, the private sector invested about $2.50. Local and state economic development agencies use JSP as an incentive to recruit companies to locate or expand their operations in Washington. The program helps fund training for new employees in demand occupations, retraining for current workers facing dislocation, or upgrade training for current workers to enhance their productivity.

The Job Skills Program provided training opportunities to more than 1,100 individuals through matching grants to business/education partnerships. For every JSP dollar, the private sector invested about $2.50.

Plans for Fiscal Year 1997

More than 2,200 individuals every biennium benefit from JSP-funded training. WTECB will request an additional $558,000 biennial appropriation for the program during the 1997–99 biennium. Increased funding would provide training to an additional 1,100 people. Demand for program grants is beyond what the current $1.1 million appropriation can support. Currently, funding of about 30 cents per worker in the state ranks the Job Skills Program 44th out of 47 states with similar programs.

Manufacturing Extension Centers

A state partnership successfully applied for a federal grant from the U.S. Department of Commerce's National Institute of Standards and Technology to establish an industrial extension service. Similar to the agricultural extension service in farming and ranching, it will support small manufacturers by giving them access to new technologies, resources, and expertise. Washington is one of the few states that does not have an industrial extension system in place.

Manufacturing extension centers will be established in community colleges and other locations throughout the state.

They will broker customized training, provide for technology transfer, and provide a variety of business services to help small manufacturers meet challenges imposed by rapid technological change and global competition.

The state's partnership, called the Washington Manufacturing Extension Partnership, involves the Department of Community, Trade and Economic Development, Workforce Training and Education Coordinating Board, State Board for Community and Technical Colleges, the state's research universities, and the private sector. The partnership received $950,000 in federal money for the first year of the project; project partners will provide matching funds. For example, WTECB committed $200,000 in Job Skills Program funding for customized training during the first four years of the project.

Providing Labor Market Information

In support of the need to coordinate workforce training and education with economic development, "High Skills, High Wages" recommended that "The Employment Security Department, WTECB, the State Occupational Information Coordinating Committee, and the workforce training and education agencies should work together to develop and disseminate accessible labor market information ...."

Background: The training system must work with industry partnerships of management and labor to obtain information on what skills are needed in the workplace and expectations for future employment.

Accomplishments

The State Occupational Information Coordinating Committee continued evaluating labor market and career information products for customer satisfaction and utility during the second year of its three-year plan to improve labor market information. The plan specifies actions that will contribute to the high-quality labor market information system needed for education program planning, student counselors, and economic development strategies.

Members of the committee are the Employment Security Department, WTECB, State Board for Community and Technical Colleges, Department of Social and Health Services (Vocational Rehabilitation), Department of Community, Trade and Economic Development, and the State Job Training Coordinating Council.

In addition, WTECB published an updated version of its career information guide, *Plan for Tomorrow Today, A Guide to Careers–Occupations in Washington State* and distributed more than 200,000 copies to students and a variety of education, employment, and training providers.

Plans for Fiscal Year 1997

The member agencies of the State Occupational Information Coordinating Committee will continue to carry out the three-year plan. Among the projects planned by the Committee are:

- Developing a new labor market database system that is more user-friendly, comprehensive, and flexible.

- Providing career development training to high school, community and technical college, and state service agency career and job counselors.

- Publishing updated occupational outlook brochures for Washington State and King and Spokane counties.

WTECB will revise its *Plan for Tomorrow Today* career guide in response to findings of an evaluation conducted by the State Occupational Information Coordinating Committee. The Board also will explore ways to provide additional access to the career guide, including through the Internet and the Washington Information Network kiosks.

Progress and Plans

Action 10: Make the Last Years of High School Part of a School-to-Work Transition System

The Needed Action

Make the last years of high school part of a School-to-Work Transition system.

Background: Many high school graduates who do not enroll and complete a college education spend years drifting from dead-end job to dead-end job before linking with a career/training track. This could be avoided if the last years of high school were also the first half of a systematic transition from school to work, to continued education, or both. Such a transition would integrate on-the-job and classroom learning, and provide both academic credentials and certified work skills.

Washington is building a comprehensive system that accomplishes these objectives. To address the problem, the comprehensive plan sets this goal: "Within five years, schools will provide educational 'pathways' to students who have completed a Certificate of Mastery. These pathways will be organized around career majors that integrate academic and vocational learning, and school-based and work-based education. Essential learning requirements will be developed for the period between completion of the Certificate of Mastery and high school graduation."

Building a School-to-Work System

The state obtained a five-year, $26 million federal grant for setting up a statewide School-to-Work Transition system. The grant supports a variety of statewide, system building initiatives, and funding for local School-to-Work Transition partnerships.

State-level partners involved in supporting community School-to-Work Transition initiatives and statewide system building activities are the Association of Washington Business; the Washington State Labor Council, AFL-CIO; the Office of the Superintendent of Public Instruction; the State Board for Community and Technical Colleges; the Workforce Training and Education Coordinating Board; and the Office of Financial Management.

In the grant application, all partners committed to annual workplans and performance objectives. The Governor's School-to-Work Task Force is overseeing implementation of the system and reviewing the performance of the partners quarterly. The goal is to have all schools engaged in the School-to-Work Transition system by the year 2000.

Through a competitive process, OSPI distributed $3.5 million in state and federal School-to-Work Transition funds to about 100 local School-to-Work Transition projects.

The Superintendent's Office established a workgroup to ensure all students (e.g., students at risk, gifted students, students headed for college, etc.) will benefit from School-to-Work Transition.

OSPI continued support of the Rural Entrepreneurship Through Action Learning program at Central Washington University. The program, which addresses development of school-based enterprises and the needs of rural communities, is training 46 teachers.

Plans for Fiscal Year 1997

The State Board of Education is preparing a request for proposal for teacher-preparation universities that would infuse School-to-Work Transition philosophy in preparation of teachers.

OSPI will distribute $6.1 million in state and federal School-to-Work Transition funds to local school districts and consortia.

Also, OSPI is planning an inservice on School-to-Work Transition for building principals. Research shows that schools become more involved in School-to-Work Transition more quickly when building leaders embrace it.

Broadening Work-Based Learning

Work began on the expanding work-based learning opportunities for all of Washington's students. SBCTC is responsible for developing school-connected activities, such as teacher preparation and retraining, and curriculum design, for work-based learning. WTECB is responsible for helping employers and workers to prepare worksites, train supervisors, and otherwise support work-based learning.

SBCTC convened a task force to develop recommendations on school-based policies and procedures for work-based learning. The group also is responsible for developing policies to promote a seamless system involving K–12 schools, colleges and universities, and the employment and training community, evaluating training for faculty and staff involved in work-based learning programs and developing training materials and strategies for training worksite supervisors.

Additionally, SBCTC started on a work-based learning resource center, and in-service training that will be delivered during the 1996–97 school year.

WTECB and the Department of Labor and Industries (L&I) established a workgroup to explore solutions for employer and school liability issues for work-based learning. The group is building tools to ensure that workplace safety skills are integrated into students' work-based experiences. L&I and OSPI developed curriculum and training to address occupational safety and health issues. A subcommittee worked with the Washington State School Directors Association to develop a draft school district policy on students in the workplace. Also, WTECB and the Business-Labor Alliance began identifying other regulations that may be barriers to the employment of youth.

Additionally, WTECB collaborated with OSPI and local school districts to identify potential solutions to problems arising from transportation of students to worksites. WTECB also began exploring strategies with the State Department of Personnel and local government agencies to tap public employers for work-based learning opportunities.

Plans for Fiscal Year 1997

WTECB, SBCTC, and Business-Labor Alliance staff will continue to develop strategies to increase work-based learning opportunities.

The health and safety workgroup's framework for draft curriculum is being reviewed by education and business representatives. Supporting materials will be available in September 1996. Recommendations on student safety and liability, which may include solutions requiring legislation, will be available in September 1996.

The work-based learning task force will present the community and technical college system's School-to-Work Transition implementation plan to the Governor's School-to-Work Task Force in the fall of 1996.

The community and technical colleges will develop training materials and strategies for worksite supervisors involved in work-based learning programs.

Enhancing the Development of Connecting Activities

The state-level partners continued funding the development of connecting activities in current programs, such as Tech Prep and in School-to-Work Transition funds awarded to local schools and partnerships. WTECB collaborated with the Business-Labor Alliance to support Alliance capacity building efforts crucial to the development of local partnerships.

Plans for Fiscal Year 1997

Development of connecting activities will become the function of the regional partnerships once the regional system is set up. In 1997, WTECB will solicit and fund proposals from regional partnerships to support development of connecting activities.

Creating Public Awareness

WTECB and its partners began defining a public awareness strategy to increase public understanding of School-to-Work Transition and encourage involvement in system-building activities. (For more, see Action 5, page 24.)

Plans for Fiscal Year 1997

WTECB will begin carrying out its communication strategy to support School-to-Work Transition system development. The Board will provide communication assistance to the Business-Labor Alliance, and develop and provide information materials and communication support to local School-to-Work partnerships.

Management and Accountability of School-to-Work Transition

WTECB is responsible for evaluating School-to-Work Transition. WTECB assembled an interagency committee to consider the parameters of the evaluation. The evaluation will guide further development of School-to-Work Transition activities and meet the commitment for an evaluation under Washington's federal grant.

Targeted for evaluation are net impacts on employment, secondary education completion, and postsecondary education participation; student perceptions and knowledge about the working world, and about the work-relatedness of their educational experiences.

Plans for Fiscal Year 1997

WTECB will conduct the first evaluation during the 1996–97 school year. The evaluation will survey about 2,000 individuals for baseline data. A second survey is planned for the 1999–2000 school year. Estimated cost for the complete evaluation is about $420,000 over the five-year grant period.

Supporting Existing School-to-Work Efforts—Tech Prep

SBCTC provided federal Tech Prep funding to 22 local consortia through a competitive process. Tech Prep programs prepare students for careers in mid-level technology occupations such as engineering technology, applied science, mechanical, industrial, or practical trades, agriculture, health, and business.

During the 1994–95 school year (data from the 1995–96 school year are still being processed) 10,629 high school students and 945 community and technical college students enrolled in Tech Prep programs.

The Boeing Company's six-year investment in Tech Prep reached $4 million; 50 high schools and several community colleges benefited from Boeing grants. This money helped set up applied academic programs and helped instructors gain firsthand experience in industry. Boeing provided summer internships to 200 students and 10 teachers.

Plans for Fiscal Year 1997

SBCTC will review Tech Prep program effectiveness and search for alternative methods of funding Tech Prep. Consortia will be encouraged to use Tech Prep for furthering School-to-Work transitions for students. Also, SBCTC will:

- Develop skill standards for critical and emerging industries in the state.
- Develop the framework for the school-based element of work-based learning opportunities.
- Strengthen Tech Prep and integrate it into the School-to-Work Transition system.

Building a Regional Structure for School-to-Work Transition

WTECB is responsible for preparing a regional structure for the state's School-

to-Work Transition system building initiative. The regional structure, required by the federal grant, will be designed to serve the needs of School-to-Work Transition and other workforce development initiatives. The Board approved core objectives for the substate system and criteria for defining the regions in March 1996. Stakeholders reviewed several options developed by an interagency planning group.

Plans for Fiscal Year 1997

WTECB will review and approve regional structure recommendations in the fall of 1996.

Other School-to-Work Transition-Related Activities

WTECB staff continued work to ensure the Certificate of Mastery, proposed as part of the state's education reform efforts, will provide necessary connections to School-to-Work Transition. Board staff participated on a work-group assembled by the State Board of Education to discuss the various post-Certificate of Mastery options for secondary students. WTECB and other School-to-Work Transition partners are working to ensure a broader understanding of School-to-Work Transition and its relation to the Certificate of Mastery, postsecondary education and training and other aspects of education reform.

WTECB members and staff worked with OSPI to ensure that the state's Goals 2000 Plan reflected the needed connections among all education reform efforts. Also, WTECB staff participated in the work of the Admissions Standards Advisory Committee of the Higher Education Coordinating Board to develop admissions standards appropriate for a competency-based education system.

Progress and Plans

Action 11: Improve the Basic Skills of Today's Workforce

The Needed Action

Improve the basic skills of today's workforce. Within the next year, the Adult Education Advisory Council and the State Board for Community and Technical Colleges should develop guidelines and policies to increase the success rate and quality of adult basic education programs, and integrate basic skills instruction with occupational training.

Background: Washington has thousands of people who lack basic skills such as high school-level proficiency in math and reading. As many as 36 percent of the state's adults perform at the lowest two of five levels of proficiency measured by the State Adult Literacy Survey. These individuals lack basic reading, writing, and math skills, and the problem-solving and interpersonal communication skills required for success in the workplace. They are likely to have difficulty absorbing and using information and emerging technologies in today's increasingly complex workplace.

Accomplishments

The State Board for Community and Technical Colleges' Office of Adult Literacy completed actions that increased the efficiency, coordination, and quality of service of the basic skills education system. The actions include:

- Supporting the Adult Education Advisory Council as it set goals for the Washington State Adult Basic Education System, approved evaluation standards, and developed a draft plan to report student outcomes according to the Performance Management for Continuous Improvement system.
- Completing the integration of SCANS competencies into basic skills programs and distributing the competencies to programs and instructors statewide. (SCANS are the work-related skills identified by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills.)
- Continuing to infuse a workplace focus and skills into the basic skills system by expanding the Integrated Curriculum for Achieving Necessary Skills (ICANS) project. (ICANS is a curriculum and staff development approach that helps instructors teach and evaluate students.)
- Completing program reviews mandated by federal funding sources based on indicators of program quality developed through the Performance Management for Continuous Improvement system. The Office of Adult Literacy and the State Department of Corrections made the indicators a basis for funding applications and awarding of resources to local basic skills programs for fiscal 1997.

As many as 36 percent of the state's adults lack basic reading, writing, and math skills, and skills required for success in the workplace.

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- Completing 17 cross-state, cross-agency professional development training sessions.
- Obtaining funding from the National Institute for Literacy to create a model for interagency case management that increases student success in learning and workplace goals.
- Designing and setting up a unified data collection system to improve evaluations of basic skills programs.

Plans for Fiscal Year 1997

Five interagency teams with oversight from the Adult Education Advisory Council will continue to develop ASSIST, the Adult Statewide System for Information Shared through Technology. The teams will create a data system to track student achievement of individual and system goals.

The Office of Adult Literacy and State Department of Social and Health Services will develop a project to return former workers currently on public assistance to the workforce. The project will develop curricula and programming that offers basic skills, vocational skills, and work-based learning to a traditionally hard-to-serve population.

The ICANS project will be restructured to increase the number of programs and individuals participating and to expand the options for accessing project materials and support.

The Office of Adult Literacy will join an interstate team to develop an interagency case management model to increase student success in learning and workforce achievement. The model will further the goals of the Performance Management for Continuous Improvement system, and align with the One-Stop Shop Career Center initiative.

The Office of Adult Literacy, working with the Adult Basic Literacy Educators Network, will deliver training to basic skills program directors to help them improve service delivery.

The Even Start Advisory Committee will gather and report data that describes the linkage between attainment of educational goals in family literacy programs and achievement of other outcomes including employment. The committee is a statewide, interagency group charged with supporting family literacy efforts in Washington State.

CONCLUSION

This report shows work that the Workforce Training and Education Coordinating Board and its partner operating agencies represented on the Board completed in fiscal year 1996 to advance the strategies set in "High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education."

While significant progress was made to implement "High Skills, High Wages" 11 most urgently needed actions, much work remains to be completed.

"High Skills, High Wages" is being updated as of this writing and will be presented to the Legislature in 1997 for review and adoption as the state's workforce development policy. The Workforce Training and Education Coordinating Board and the operating agencies represented on it will continue to keep the Governor and members of the Legislature informed as progress is made in the state's workforce training and education system through continuous quality improvement, developing competency-based systems, integrated delivery of services, and providing a strong role for the customer.